S
371.9675
P11mme
1988

88 Evaluation Report

Montana Migrant Education Program

STATE DOCUMENTS COLLECTION

APR 28 2003

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

ECIA Chapter 1 Migrant Education

Montana Office of Public Instruction
Helena, Montana

MONTANA STATE LIBRARY
3 0864 1001 9142 1

MONTANA MIGRANT EDUCATION PROGRAM

1988 EVALUATION REPORT

ESEA Chapter 1 Migrant Education

Nancy Keenan, Superintendent
Montana Office of Public Instruction
State Capitol
Helena, Montana 59620

Jay McCallum
State Director

Angela Branz-Spall
Specialist

Cover Photo: Tom C. Kinney, artist, National Migrant Referral Project, Austin, Texas. For more information, contact (512) 447-0770.

TABLE OF CONTENTS

Foreword, Acknowledgements 1

List of Graphs and Tables. 2

State of Montana: Program Description, Map of Sites 3

1988 Participation Data. 4-8

By Year of Birth. 4

By Grade Level. 5

By Gender 6

By Ethnicity. 7

By Migrant Status 8

Recruitment Data. 9

Reading and Math Program Description 10

Achievement Data 11

Reading 12-17

Math. 18-23

Secondary Student Data: The PASS Program 24-25

Support Services/Instructional Services. 26

Migrant Staff/Migrant Enrollment 27

Coordination with Others 28

Migrant Racial/Ethnic. 29

Home Base Information. 30-31

Organizational Chart 32

FOREWORD

Twenty-two years have passed since the inception of a national migrant education program. In Montana, we have witnessed many changes and accomplishments in the education of migrant children.

This evaluation is an annual report concerning the status of migrant education in Montana. Information herein relates to the ESEA Chapter 1 Migrant Education Program for the 1988 summer session.

Data from each of the local migrant projects, Migrant Student Record Transfer System (MSRTS), and State Plan were compiled and consolidated into a single document to meet federal requirements for an annual evaluation report. Efforts have been made to produce a publication which provides a concise, yet accurate, reflection of the Migrant Education Program in Montana.

Nancy Keenan
Superintendent of Public Instruction
State of Montana

ACKNOWLEDGEMENTS

The data in this report were compiled with the cooperation of the following individuals: Ed Kinzel, Billings; Rich Alberta, Fromberg; John Trangmoe, Glendive; Keith Fletcher, Hardin; Glen White, Hysham; Brent Potts, Sidney; Jim and Geri Baker, East Slope; the National Migrant Referral Project, Austin, Texas (cover); Pat Wade, State ESEA Chapter 1 Migrant Administrative Assistant; Bill Hallinan, OPI Software Specialist; Gail Hansen, Supervisor of the Word Processing Center at OPI.

GRAPHS AND TABLES

1988 Participation Data: Frequency by year of birth
1988 Participation Data: Frequency by grade
1988 Participation Data: Frequency by migrant status
1988 Participation Data: Frequency by gender
1988 Participation Data: Frequency by ethnicity

1987 vs 1988 Recruitment Data: By grade level (number of children)

Reading Scores for Billings
Reading Scores for Fromberg
Reading Scores for Glendive
Reading Scores for Hardin
Reading Scores for Hysham
Reading Scores for Sidney

Math Scores for Billings
Math Scores for Fromberg
Math Scores for Glendive
Math Scores for Hardin
Math Scores for Hysham
Math Scores for Sidney
Secondary Student Data

Supportive Services/Instructional Services
Migrant Staff/Migrant Enrollment
Coordination with Others
Home Base Information

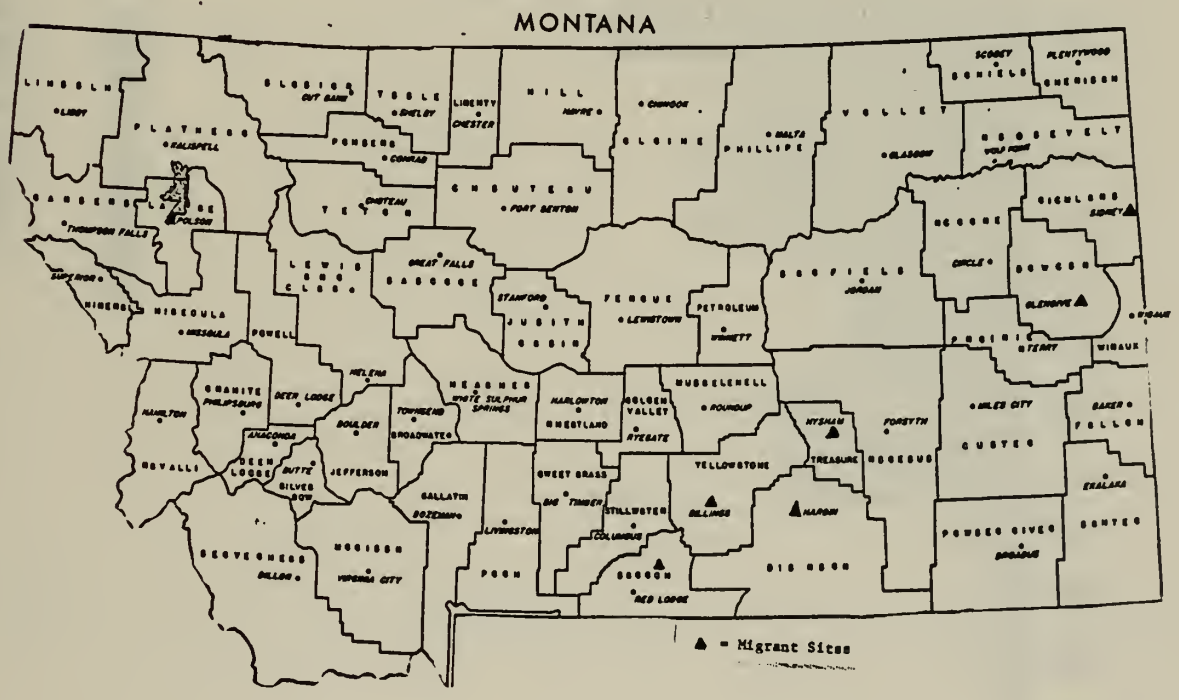
STATE OF MONTANA: PROGRAM DESCRIPTION

The Montana Migrant Education Program is under the general jurisdiction of the ESEA Chapter 1 Director in the Montana Office of Public Instruction, Helena, Montana. The operation and daily administration of the programs are contracted to each local participating education agency throughout the state.

Local programs usually are conducted at six sites along a 400-mile stretch of the Lower Yellowstone and Bighorn rivers: Fromberg, Billings, Hardin, Hysham, Glendive, and Sidney (see map below). Cherries are the important seasonal crop in the Flathead Lake Region where a seventh migrant site, the East Slope Learning Center, is located in Polson.

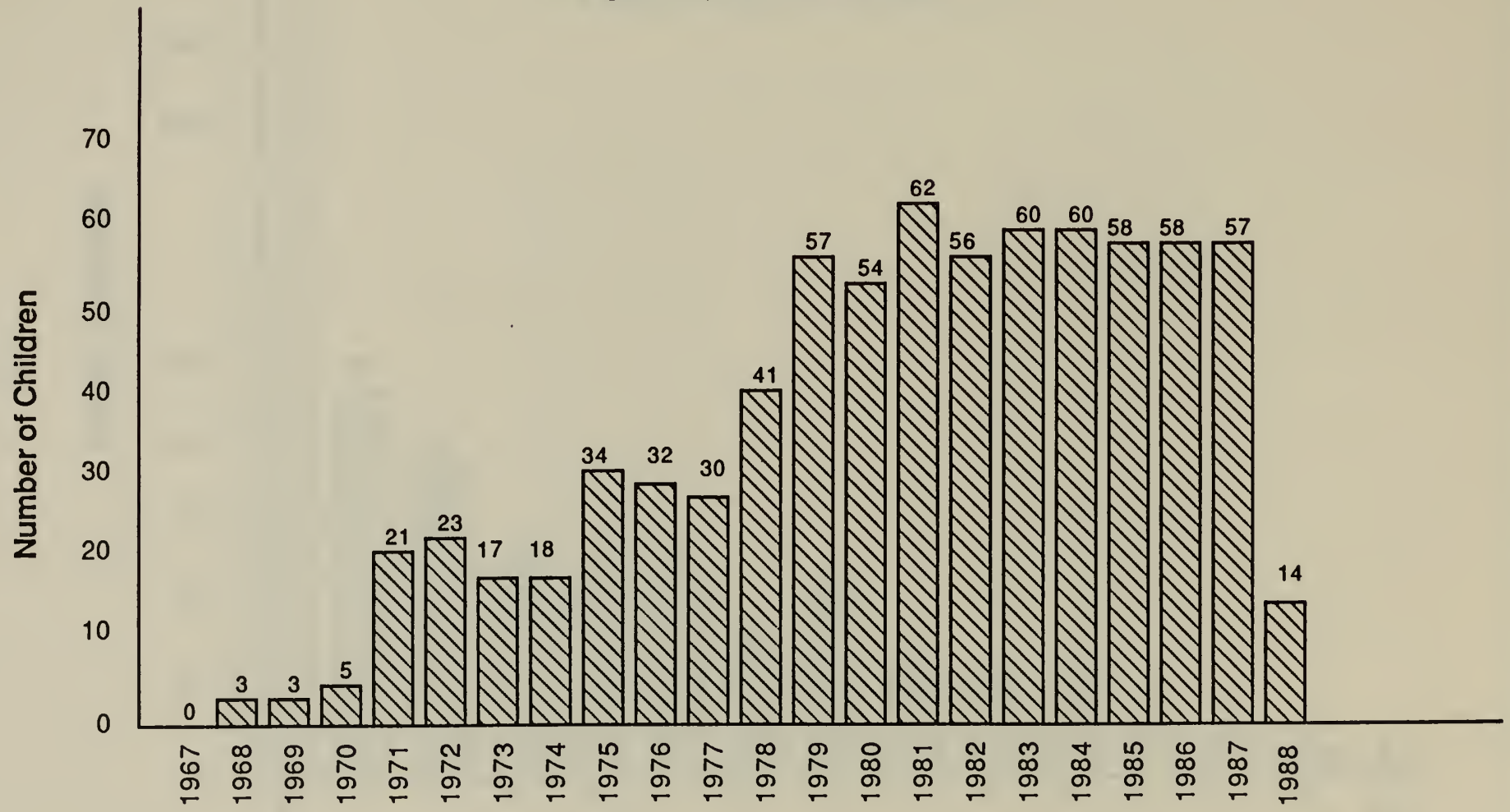
The Montana Migrant Education Program serves the children of migrant workers who are employed in the state's sugar beet and cherry industries. Although Texas is the home state of over 90 percent of the sugar beet workers in Montana, others are from Washington, California, Ohio, Oregon, Kansas, Minnesota, Oklahoma, Florida, Iowa, Idaho, Nebraska, Wisconsin, Pennsylvania, New Mexico, and Arizona. The majority of the children are of Hispanic ancestry with a small number of Kickapoo Indians also in attendance.

MONTANA PROGRAM SITES 1988



1988 Participation

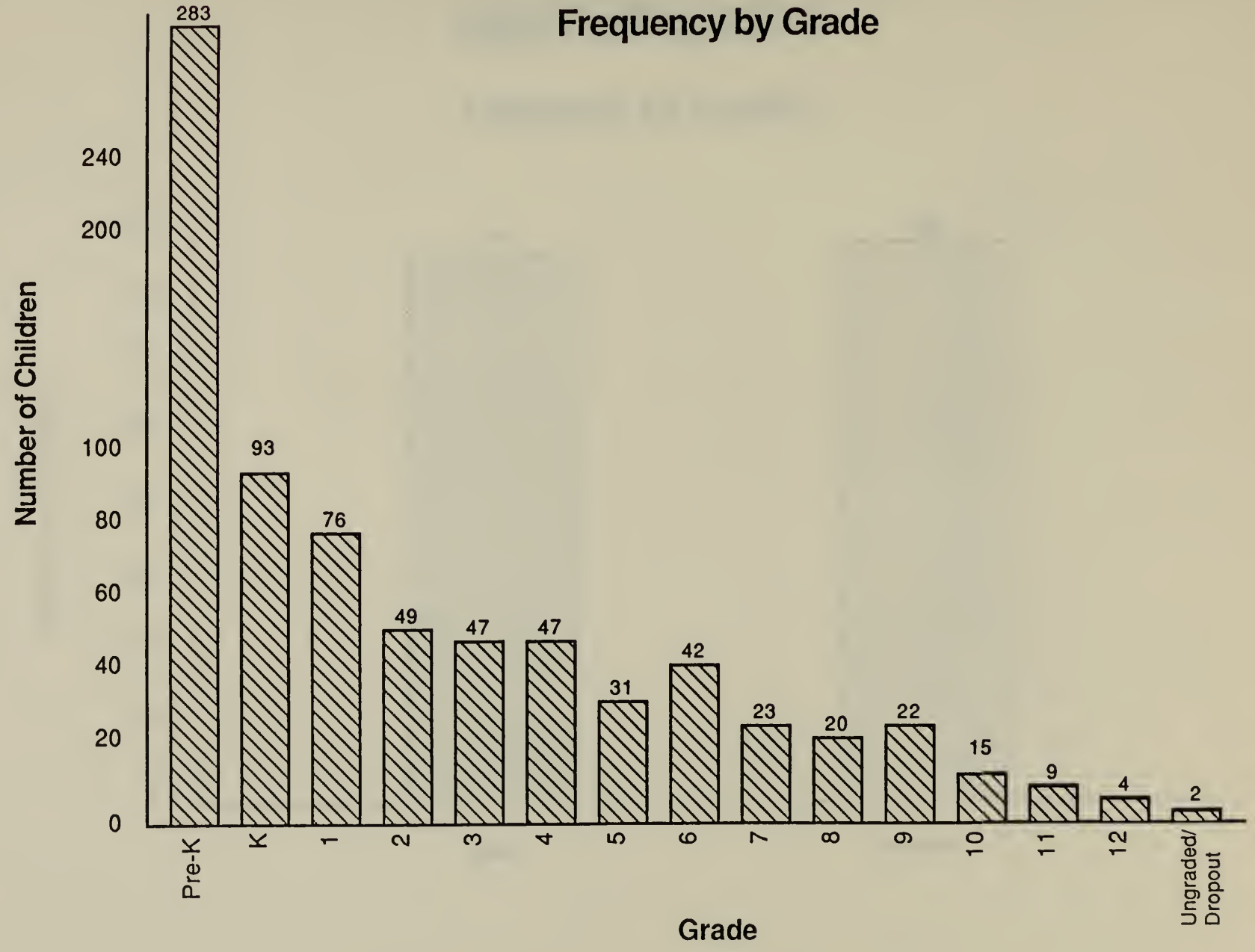
Frequency by Year of Birth



The largest number (62) of children served were seven years of age.

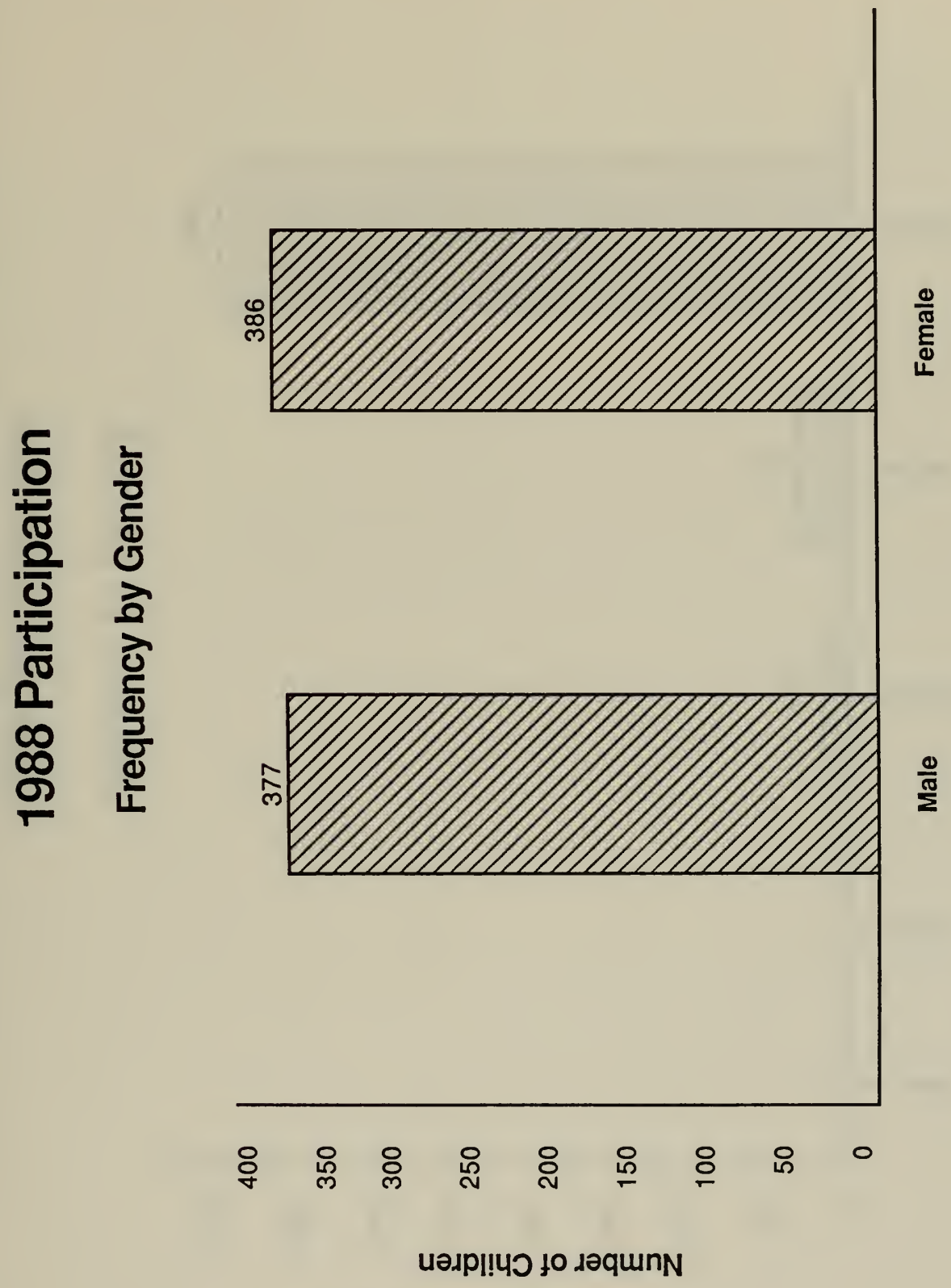
1988 Participation

Frequency by Grade

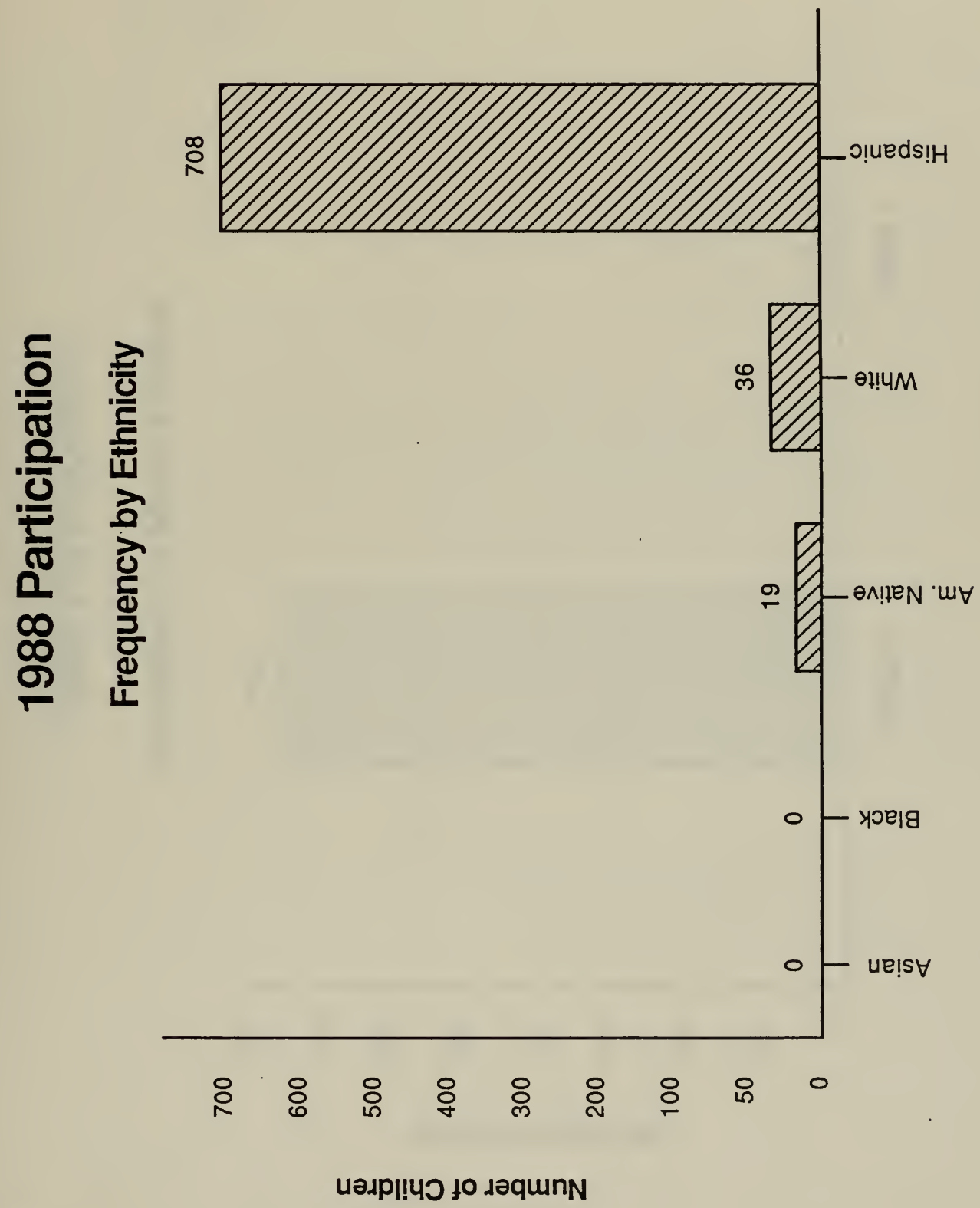


Preschoolers make up the largest sector of students served by grade level.

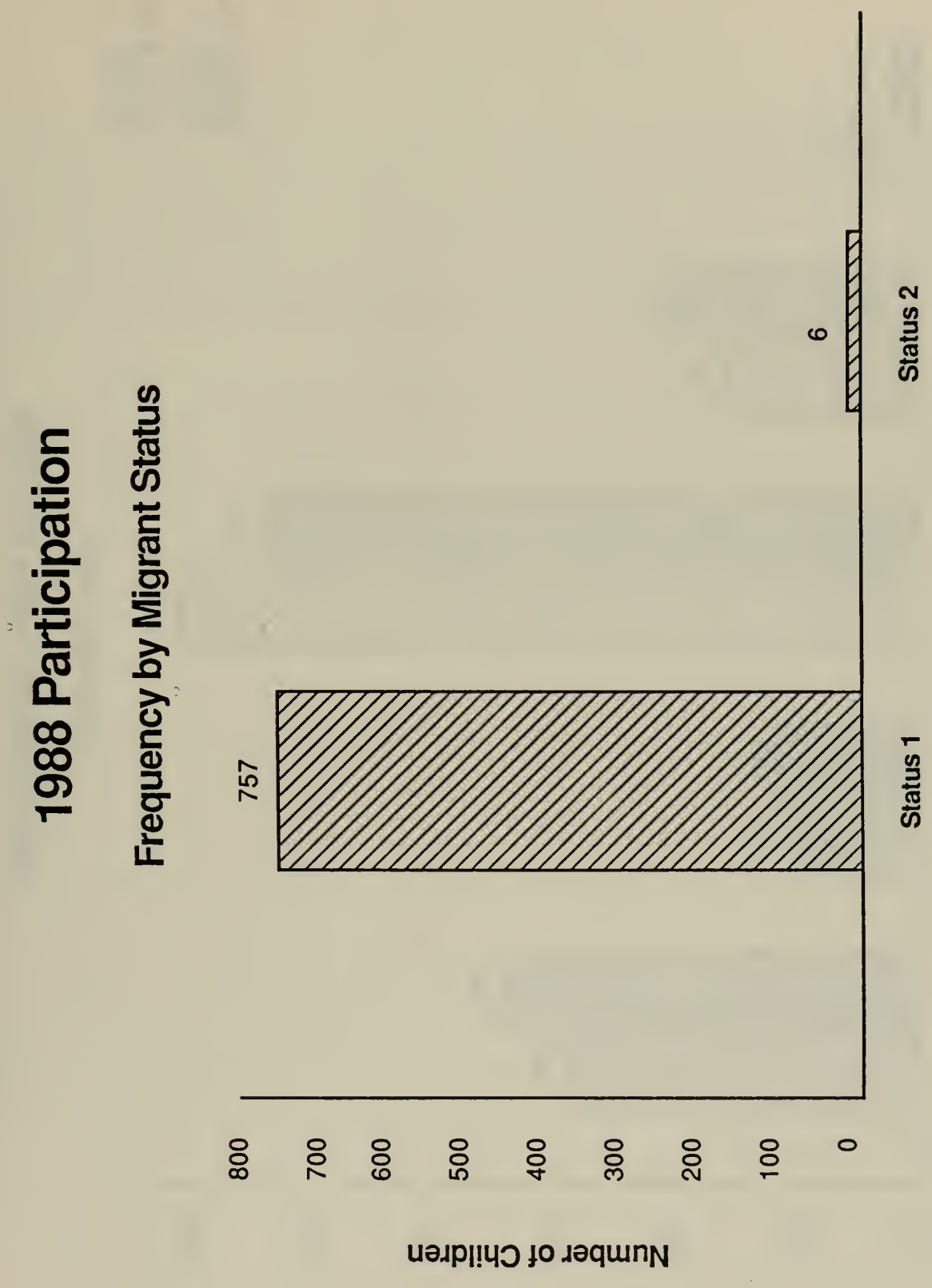
Gender of the 763 students participating in the migrant summer education program was about evenly divided with 377 males and 386 females participating.



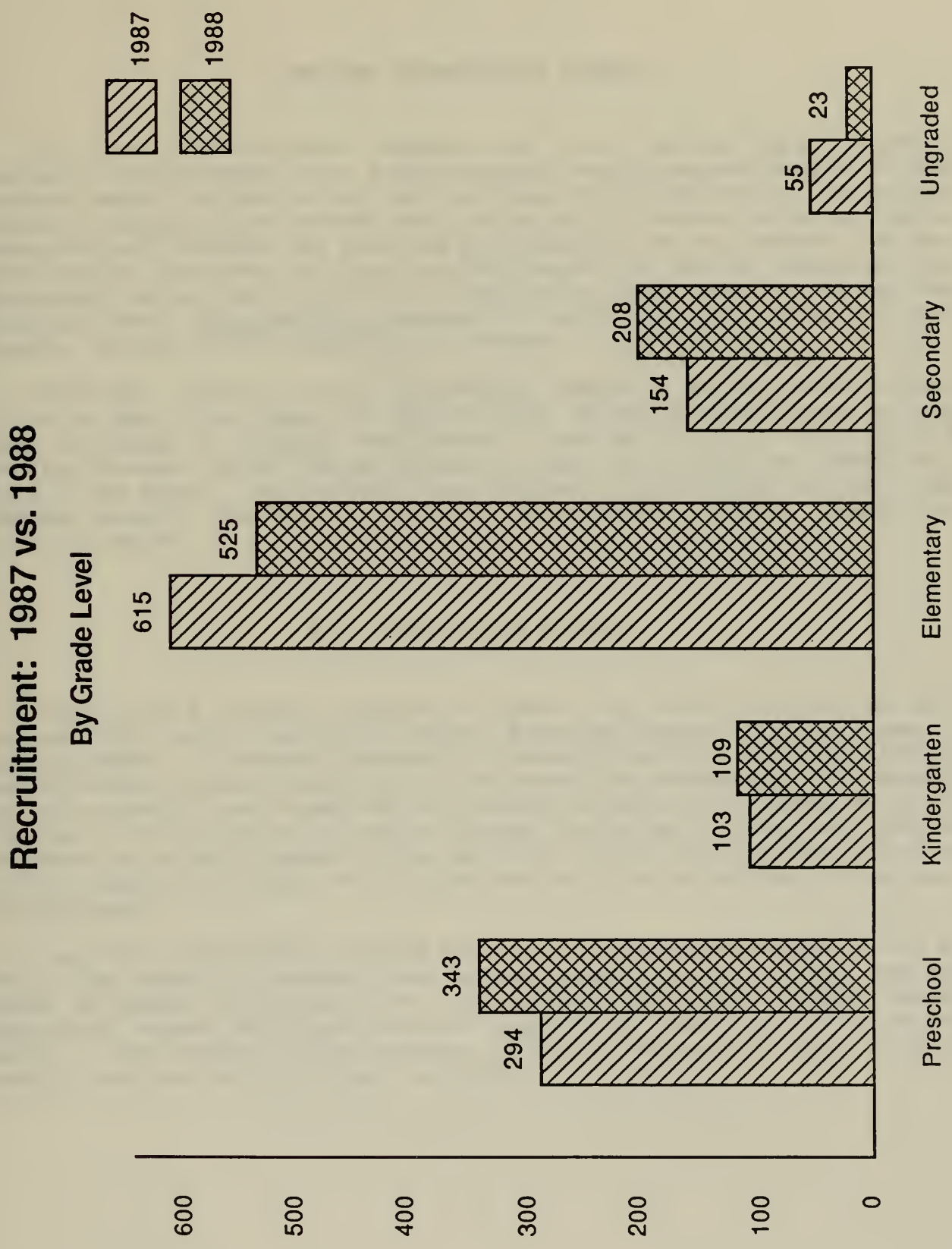
Hispanics comprise the largest number of project participants, followed by Whites, then Native Americans.



The largest number and percentage of the students participating in the Montana migrant education program are involved in interstate agricultural activities (99.2%).



Greater numbers of students were identified and recruited in 1988, with an overall increase of 1.016%; because of better reporting procedures, fewer students were misidentified as ungraded (a 41% reduction).



READING INSTRUCTIONAL PROGRAM

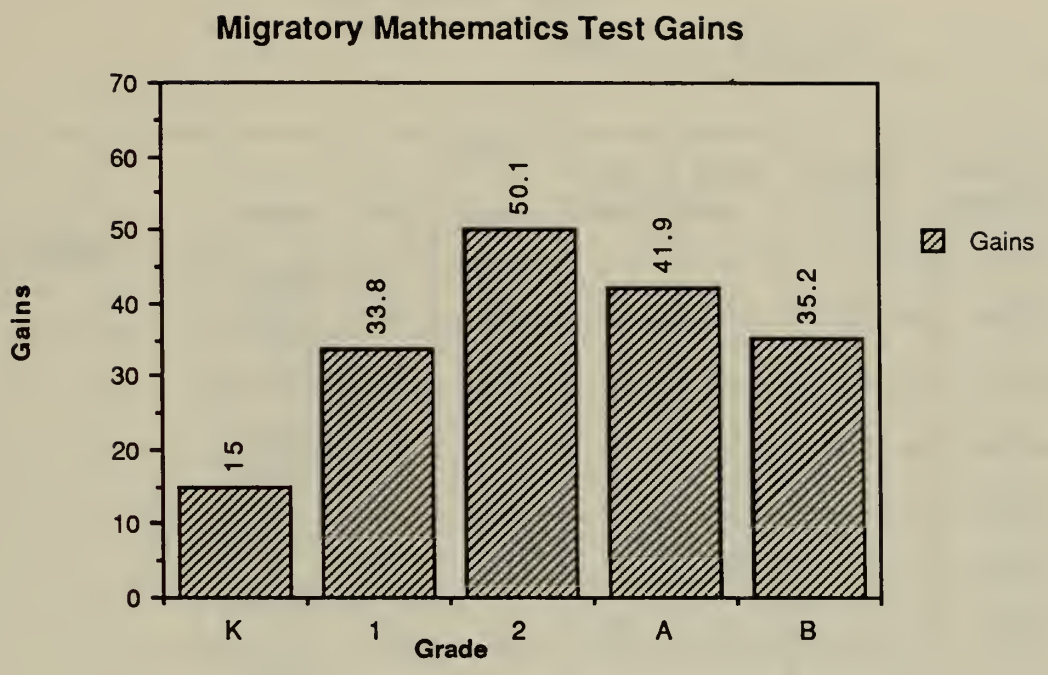
The reading instructional component used in the Montana Migrant Education Program is Reading Basics Plus, a developmental reading program designed to help students master the skills they need to become proficient readers. At primary levels, vocabulary pages precede each collection of stories to expand reading vocabulary and introduce the functions of glossaries and dictionaries. As students advance in reading ability, activity pages give them an opportunity for independent review and application of previously taught skills. At the kindergarten level, Preparate/Listo provides a Spanish bilingual reading readiness program, another valuable aspect of the program.

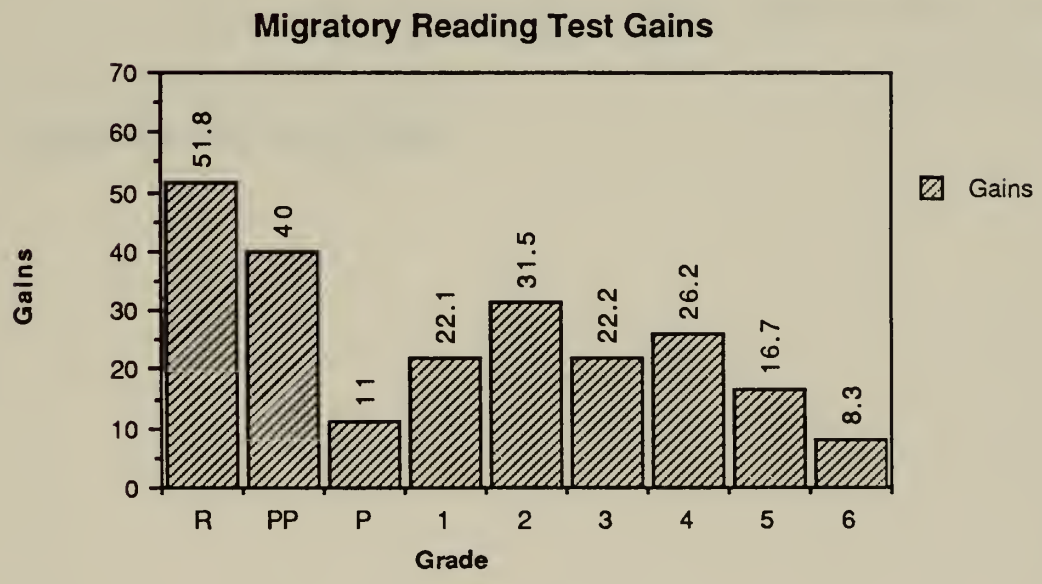
Test data reported for the new Reading Program do not represent standard scores or NCEs. The number of students with matched pre/post scores is less than the number of migrant participants. Test data also do not reflect a testing schedule inside regular norms; all data is reported for summer only (five to six weeks). The pre/post scores represent point-in-time testing, which differed greatly from site to site in administration, content length, and reporting methods.

MATH INSTRUCTIONAL PROGRAM

Teachers and students continue to support the Edits Individualized Math Program (IMP) used in the Montana Migrant Education Program. As in the past, a growing number of students continue to select Edits Math as their favorite school subject, largely because of its individualized presentation. The organization, procedure, and format are well suited to the Montana Migrant Education Program. the breakdown of skills (stated objectives in clear and concise language) is not only helpful to the children, it also clarifies the objectives for the teacher who might not be acquainted with the objectives of that particular grade.

Test data reported for the Math Program do not represent standard scores or NCEs. The number of students with matched pre/post scores is less than the number of migrant participants. Test data also do not reflect a testing schedule inside regular norms; all data are reported for summer only (five to six weeks). The pre/post scores represent point-in-time testing, which differed greatly from site to site in administration.


Migratory Mathematics Test Gains
Gains
70
60
50
40
30
20
10
0
15
33.8
50.1
41.9
35.2
K
1
2
A
B
Grade
Gains


Migratory Reading Test Gains
Gains
70
60
50
40
30
20
10
0
51.8
40
11
22.1
31.5
22.2
26.2
16.7
8.3
R
PP
P
1
2
3
4
5
6
Grade
Gains

READING SCORE SUMMARIES

HARPER ROW PROGRAM

SITE: BILLINGS

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
* 9	Readi-ness	6	18	62	74	12	90
1. 4	Pre-Primer	7	20	15	21	6	23
2. 2	Primer	8	19	20	23	3	25
3. 2	Grade 1	9	21	19	22	3	26
4. 7	Grade 2	10	17	31	36	5	44
5. 7	Grade 3	10	15	30	33	3	38
6. 4	Grade 4	10	13	32	37	5	42
7. 9	Grade 5	12	12	29	36	7	41
8. 2	Grade 6	13	2	29	--	--	40

*Readiness = Get Ready, Get Set, Go Read

READING SCORE SUMMARIES

HARPER ROW PROGRAM

SITE: FROMBERG

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
* 4	Readi-ness	5	14.8	56	60	+4	90
1. 4	Pre-Primer	6	13.4	13	16	+3	23
2.	Primer						
3. 6	Grade 1	7.5	17	8.5	13.5	+5	26
4. 5	Grade 2	8	13.6	23.8	33	+9.2	44
5. 4	Grade 3	9	19.75	20	31.25	+11.25	38
6. 2	Grade 4	11.5	19	16	27.5	+11.5	42
7.	Grade 5						41
8.	Grade 6						40

*Readiness = Get Ready, Get Set, Go Read

READING SCORE SUMMARIES

HARPER ROW PROGRAM

SITE: GLENDIVE

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
* 11	Readi-ness	6	**	40	57	17	90
1. 5	Pre-Primer	7		10	18	8	23
2. 1	Primer	10		16	20	4	25
3. 1	Grade 1	9		11	19	8	26
4. 16	Grade 2	9		32	39	7	44
5. 0	Grade 3						38
6. 4	Grade 4	10		25	27	2	42
7. 2	Grade 5	11		27	28	1	41
8. 0	Grade 6						40

*Readiness = Get Ready, Get Set, Go Read

**Classes began on May 31 and ended on July 1 (24 days).

READING SCORE SUMMARIES

HARPER ROW PROGRAM

SITE: HARDIN

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
*	Readi-ness						90
1.	Pre-Primer						23
2.	Primer						25
3. 6	Grade 1	7.6		12.1	14.6	+2.5	26
4. 7	Grade 2	8		30.8	36.1	+5.3	44
5. 1	Grade 3	10		17	17	0	38
6. 2	Grade 4	10.6		20.5	23	+2.5	42
7. 4	Grade 5	11.5		14.2	18.8	+4.6	41
8.	Grade 6						40

*Readiness = Get Ready, Get Set, Go Read

READING SCORE SUMMARIES

HARPER ROW PROGRAM

SITE: HYSHAM

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
* 6	Readi-ness	6	16.5	61.5	67.5	6	90
1. 2	Pre-Primer	7	16	12.5	19.5	7	23
2. 0	Primer						25
3. 5	Grade 1	7.2	15.8	16.6	20.2	3.6	26
4. 3	Grade 2	8.3	16	25.6	27	1.4	44
5. 4	Grade 3	8.75	16.5	28.75	32.75	4	38
6. 8	Grade 4	10.3	14.1	23.8	26.9	3.1	42
7. 3	Grade 5	11.7	11.3	22.7	25.3	2.6	41
8. 1	Grade 6	13	17	29	34	5	40

*Readiness = Get Ready, Get Set, Go Read

READING SCORE SUMMARIES

HARPER ROW PROGRAM

SITE: SIDNEY

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
* 18	Readi-ness	6.1	17.3	23.5	36.3	+12.8	90
1. 2	Pre-Primer	9.5	18	63	79	+16	23
2. 5	Primer	9	13.8	12.2	16.2	+4.05	25
3.	Grade 1						26
4. 6	Grade 2	9	15.5	25.8	29.4	+3.6	44
5. 4	Grade 3	8.2	14	21.3	25.3	+4	38
6. 9	Grade 4	9.4	19.7	22.3	26.3	+4.1	42
7. 9	Grade 5	11.4	15.8	26.6	28.1	+1.5	41
8. 7	Grade 6	11.1	17.8	23.8	27.1	+3.3	40

*Readiness = Get Ready, Get Set, Go Read

MATH SCORE SUMMARIES

IMP PROGRAM

SITE: BILLINGS

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
17	K	6	19	14	18	4	18
1. 11	1	7	18	21	27	6	36
2. 11	2	9	12	27	39	12	41
3. 20	A	10	11	33	47	14	49
4. 15	B	11	18	42	51	9	69
5.							
6.							
7.							
8.							
9.							
10.							

MATH SCORE SUMMARIES

IMP PROGRAM

SITE: FROMBERG

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
8	K	5.4	15.2	15	16.6	+1.6	18
1. 7	1	7.4	15.6	27.7	26.5	+8.8	36
2. 10	2	8.3	16.7	24.9	35.5	+10.6	41
3. 6	A	9.5	18.8	27.2	34	+6.8	49
4. 1	B	12	20	28	41	+13	69
5.							
6.							
7.							
8.							
9.							
10.							

MATH SCORE SUMMARIES

IMP PROGRAM

SITE: GLENDIVE

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
11	K	5	**	9	13	4	18
1. 11	1	6		18	24	6	36
2. 19	2	8		31	41	10	41
3. 21	A	9		32	40	8	49
4. 6	B	11		40	42	2	69
5.							
6.							
7.							
8.							
9.							
10.							

*Classes began on May 31 and ended on July 1 (24 days).

MATH SCORE SUMMARIES

IMP PROGRAM

SITE: HARDIN

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
	K						
1. 10	1	7.6		27.1	31.2	+4.1	36
2. 3	2			33.3	38.3	+5.0	41
3. 6	A	10.5	12.5	28	31.1	+3.1	49
4. 2	B	10.5	14	50	54	+4.0	69
5.							
6.							
7.							
8.							
9.							
10.							

MATH SCORE SUMMARIES

IMP PROGRAM

SITE: HYSHAM

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
7	K	6	15.7	15.6	17.7	2.1	18
1. 6	1	6	16.5	12.8	15	2.2	36
2. 25	2	9	14.8	31.1	37.2	6.1	41
3. 19	A	10.3	12.9	34.7	38.9	4.2	49
4. 6	B	12	9.5	44.5	48.5	4.0	69
5.							
6.							
7.							
8.							
9.							
10.							

MATH SCORE SUMMARIES

IMP PROGRAM

SITE: SIDNEY

NUMBER TESTED	LEVEL	AGE	DAYS IN CLASS	PRE START	POST END	DIFFER-ENCE	TOTAL POSSIBLE
14	K	5.7	17.5	9	12.3	+3.3	18
1. 3	1	9.3	18.3	15.3	22	+6.7	36
2. 34	2	8.5	14.8	24.5	30.9	+6.4	41
3. 17	A	12	15.6	34.1	39.9	+5.8	49
4. 9	B	11.5	18	40.8	44	+3.2	69
5. 1		15	12	42	42	--	69
6.							
7.							
8.							
9.							
10.							

THE P.A.S.S. PROGRAM

P.A.S.S. stands for the Portable Assisted Study Sequence Program. Its purpose is to offer credit deficient secondary migrant students an opportunity to make up credits needed to fulfill graduation requirements by completing a portable study packet. The P.A.S.S. packets are similar to correspondence courses and are completed with the assistance of an outreach teachers, outside of the regular on-site day program. The primary objective of the P.A.S.S. program is to enable migrant students throughout Montana to accumulate credits toward graduation from specially designed competency based courses while they are in our state.

This program is designed to prevent migrant students from dropping out of school by offering alternative methods of credit accumulation for graduation. It is portable, therefore, students may migrant to other cities or states and take the P.A.S.S. materials with them to receive credit after completion. The portable learning packages are designed for independent self-study, thus enabling the migrant students to proceed at their own pace. It provides for individualized instruction either at home, where it encourages parental involvement, or at school, where tutorial services are available for students' success. In Montana, many of our secondary migrant students have traveled with their parents to assist with the summer agricultural activity. Because of this, they are unable to participate in a school-based program. For these students, the P.A.S.S. program provides a very workable alternative. Outreach teachers travel to the students to assist them with the courses; generally contact is made three times a week. The Montana Migrant program has worked cooperatively with the states of California and Washington in the administration of the P.A.S.S. program in the spirit of interstate coordination.

The following courses are offered through the program:

Basic Study Skills
English 1A
English 1B
English IIA
Englisch IIB
Learning Skills
Themes in Literature A
Themes in Literature B
Transitional English
Algebra A
Algebra B
Consumer Math
General Math A
General Math B
Pre-Algebra and Calculator Math
American Government

SECONDARY STUDENTS

PASS PROGRAM USAGE IN MONTANA

1986-87

NUMBER OF STUDENTS ENROLLED

STATUS

1	35	
2		
3		TOTAL STATUS: 35

ETHNICITY

Hispanic	35	
Black		
White		
Asian/Indian		TOTAL ETHNICITY: 35

GRADE

9--12	
10-- 8	
11--14	
12-- 1	TOTAL GRADE: 35

GENDER

Male--17	
Female--18	TOTAL GENDER: 35

AGE

14-- 5	
15-- 6	
16--11	
17--10	
18-- 2	
19-- 0	
20-- 1	TOTAL AGE: 35

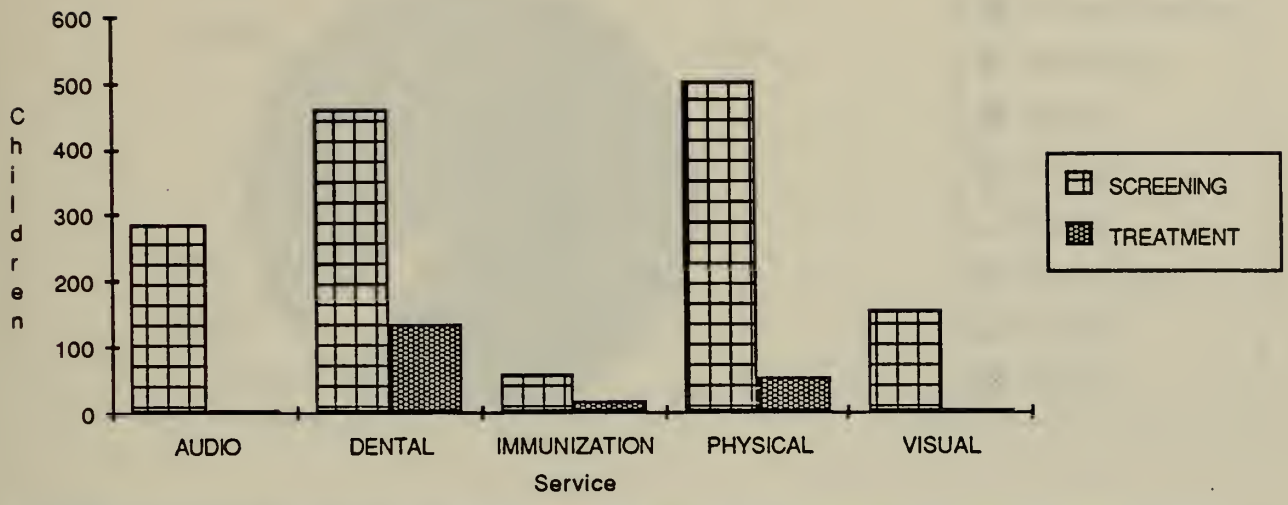
NUMBER OF COURSES ENROLLED--35

NUMBER OF UNITS COMPLETED--57

NUMBER OF SEMESTER CREDITS GRANTED--4

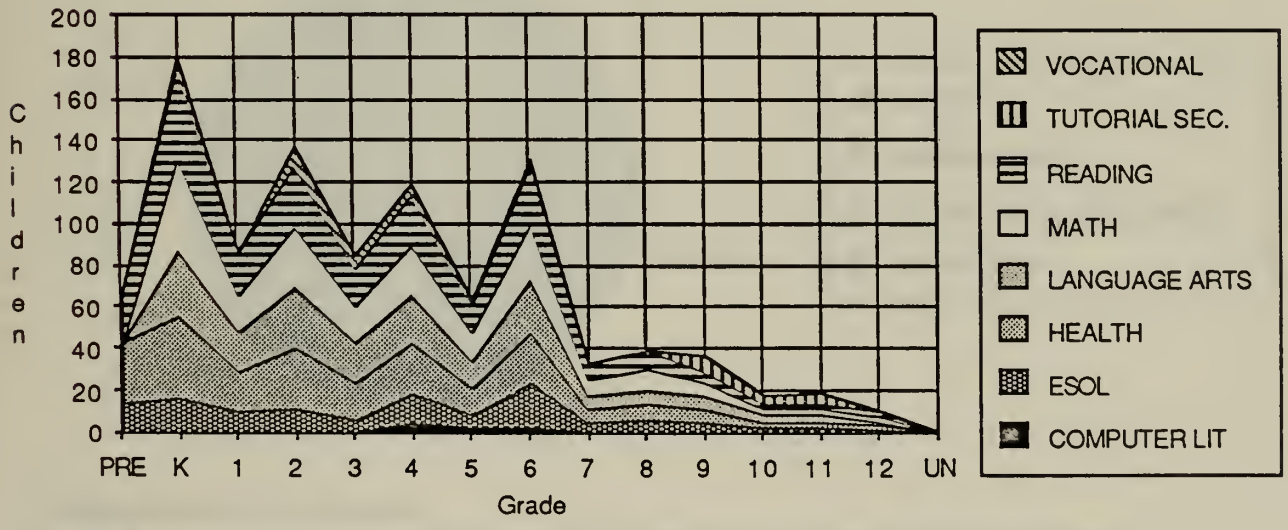
NUMBER OF GRADUATES ASSISTED BY PASS--This information will have to come from a homebase state. As a summer only program, we have no graduates.

Migrant Evaluation
Supportive Services



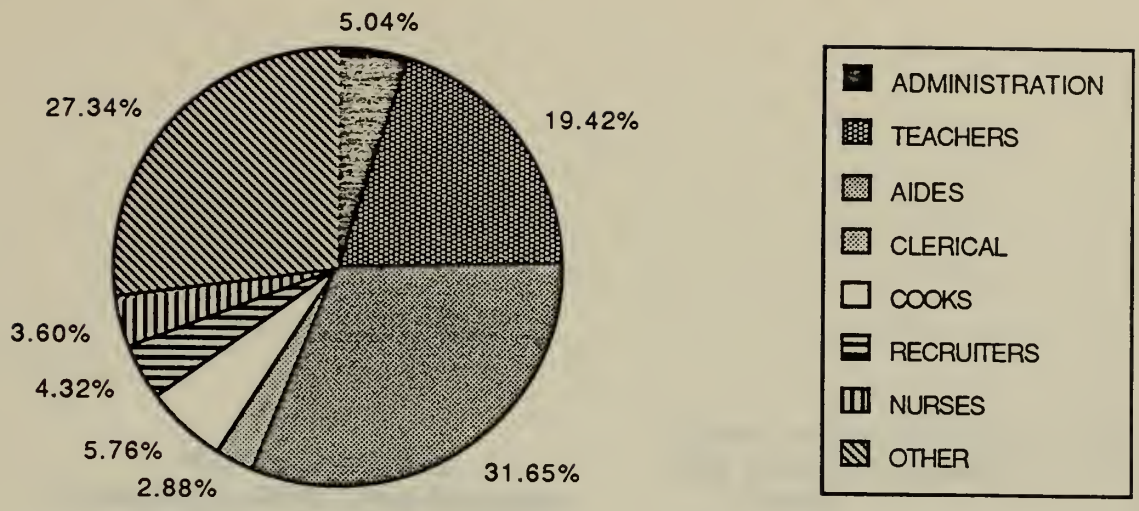
All participating students received audio, dental, physical and visual screenings; those who needed treatment were referred whenever possible.

Migrant Evaluation
Instructional Services
Supplemental Programs



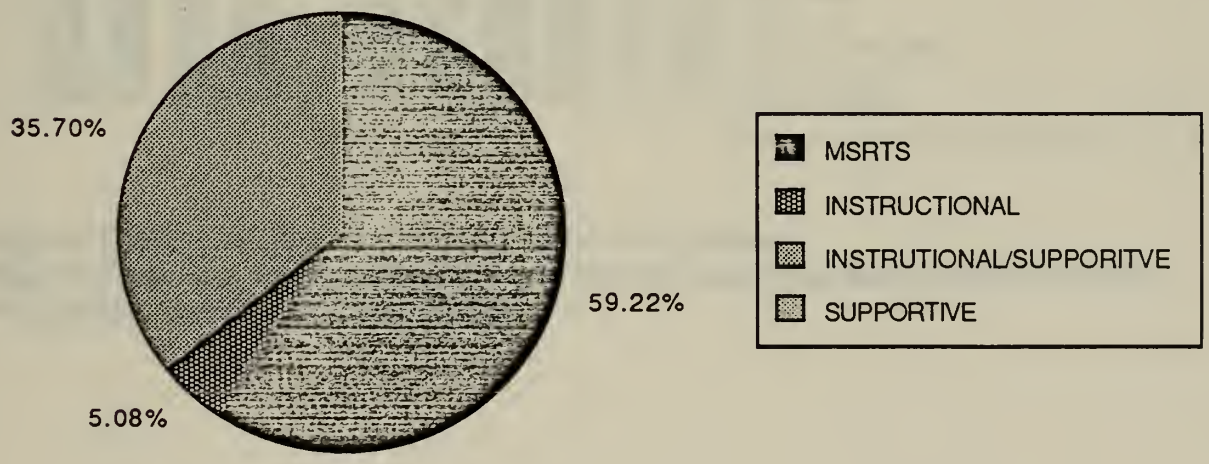
The largest number of students who participated in the program received supplemental reading assistance.

Migrant Evaluation Staff

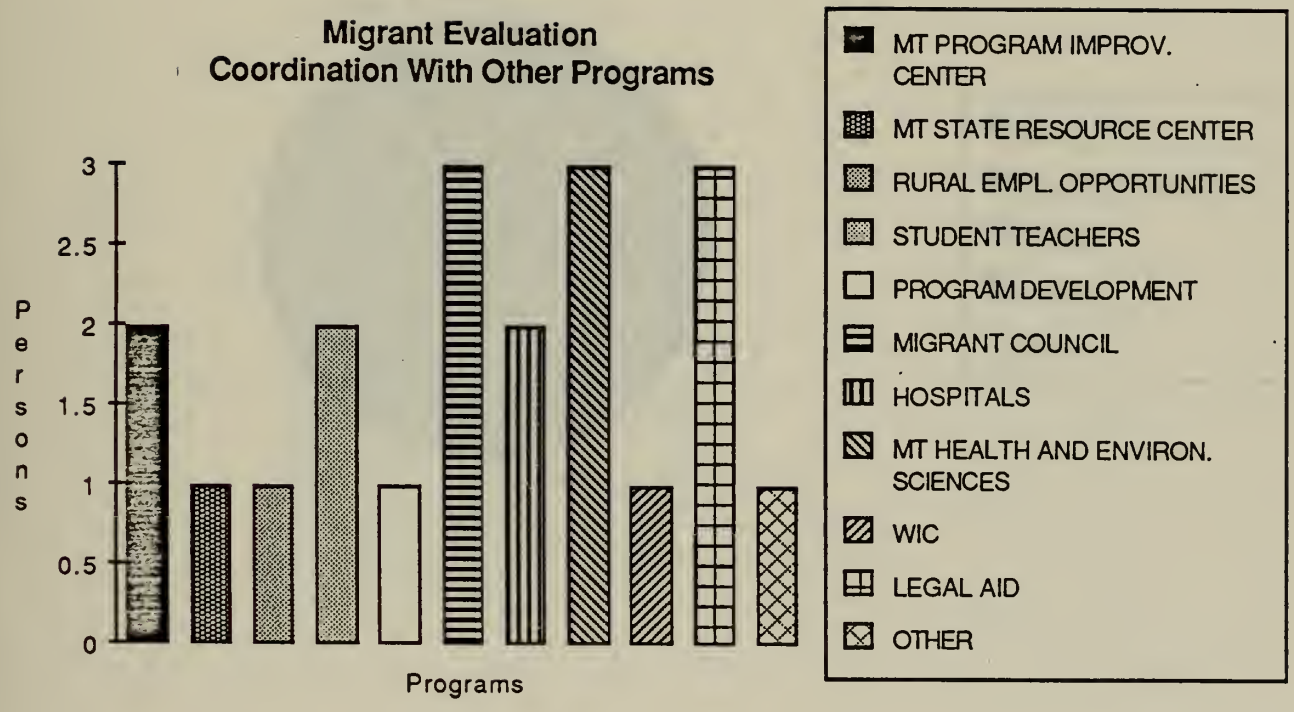


Staff--
More than half of the migrant staff provided direct instructional services to students.

Migrant Evaluation Enrollment

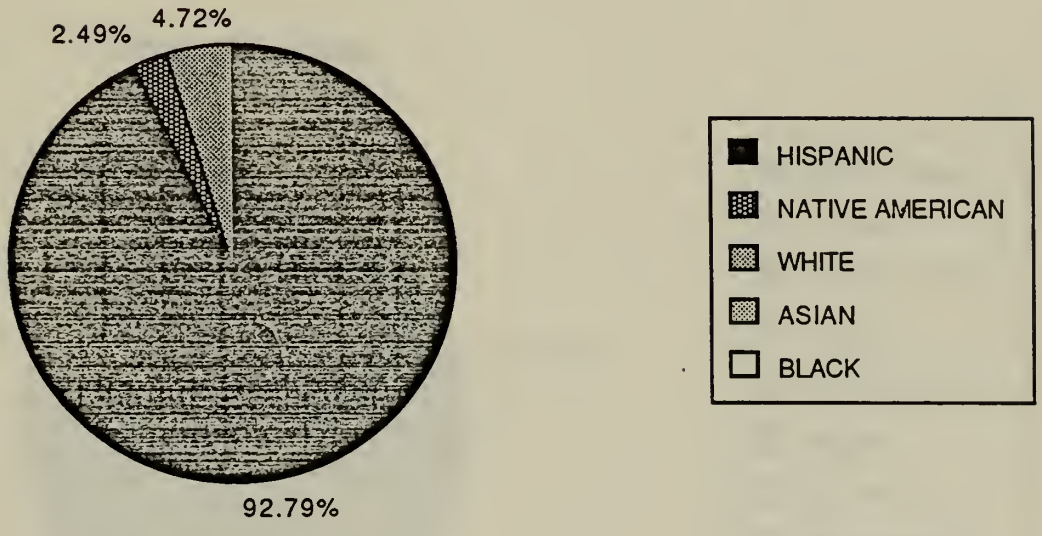


Migrant Level Enrollment--
Over 40% of identified students received instructional and support services.

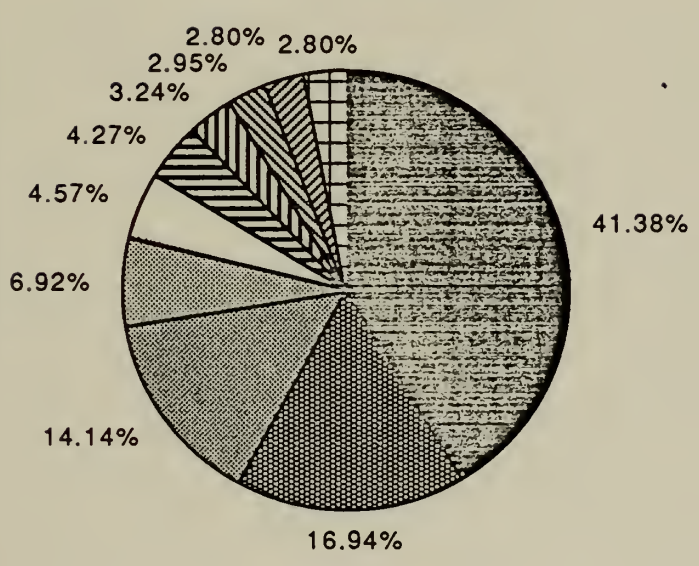


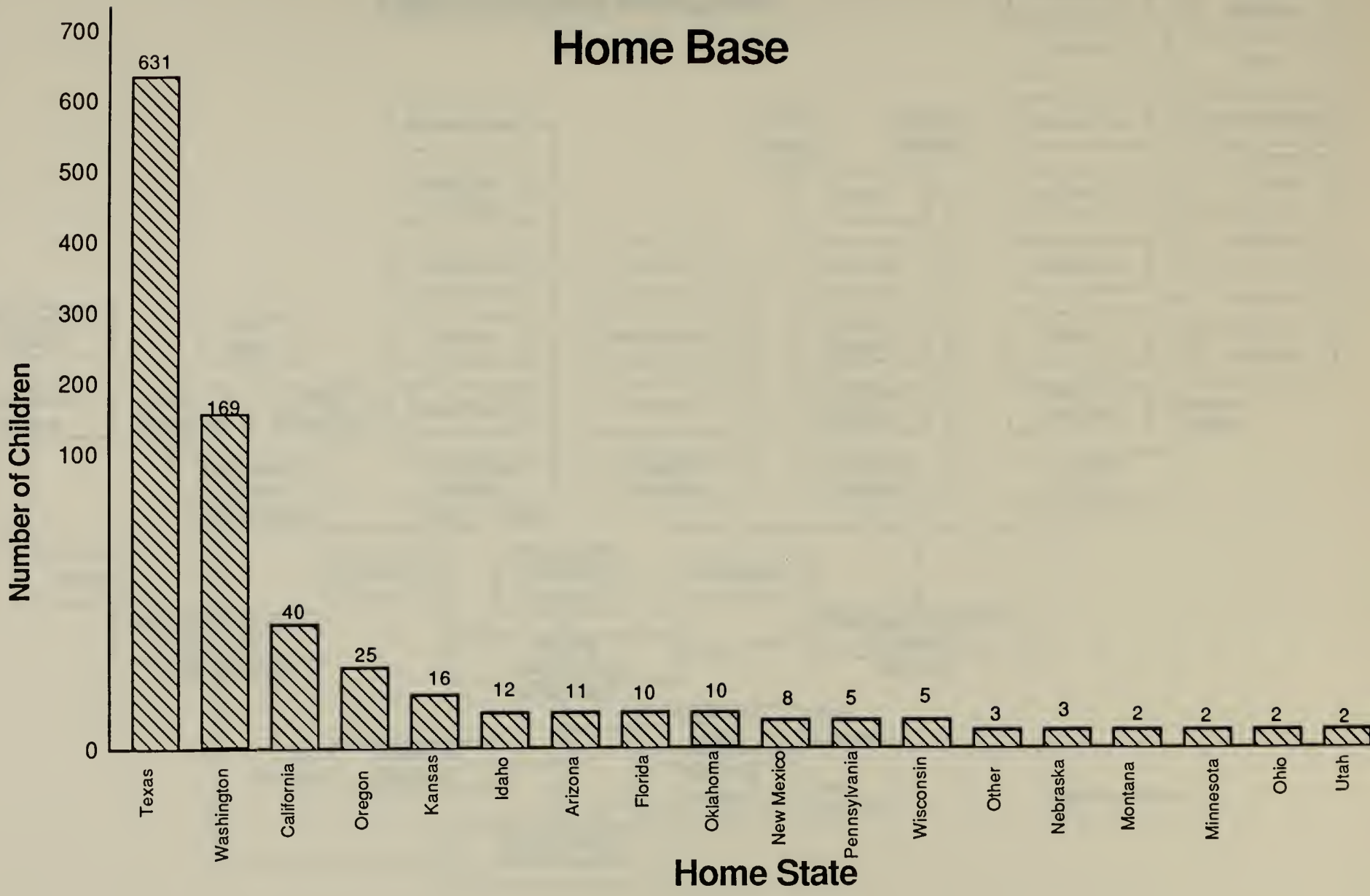
Migrant Evaluation Coordination with Other Programs--
Migrant programs cooperated with more than ten agencies that provided services to migratory workers and their families.

Migrant Evaluation
Racial/Ethnic Group



Migrant Evaluation
Top 10 Texas Cities




Home Base
Number of Children
700
600
500
400
300
200
100
0
631
169
40
25
16
12
11
10
10
8
5
5
3
3
2
2
2
2
Texas
Washington
California
Oregon
Kansas
Idaho
Arizona
Florida
Oklahoma
New Mexico
Pennsylvania
Wisconsin
Other
Nebraska
Montana
Minnesota
Ohio
Utah
Home State

Office of Public Instruction